

English as a foreign language textbooks evaluation for tenth-grade students

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Abstract: This study aims (1) to evaluate the English textbooks used for the tenth grade whether the three textbooks have fulfilled the criteria of good textbook and (2) to reveal the strengths and weaknesses of the textbooks. This study was conducted using evaluation research. The theory of evaluation used in this study was the criteria of good textbook proposed by Mukundan, Nimechisalem, and Hajimohammadi (2011) framework. The data were collected through document analysis and interview and analyzed using Miles, Huberman and Saldana's flow model (2014) of qualitative data research. This study found that Bahasa Inggris X and Pathway to English 1 met fourteen criteria of good textbooks proposed by Mukundan, et.al. While, Talk Active X, was met eleventh out of fourteen criteria of good textbooks. Then, the researcher found that the strengths and the weaknesses of the three textbooks. The strengths of Bahasa Inggris X textbooks are (1) provided a teacher's book, (2) it based on latest 2013 curriculum. The strengths of Pathway to English textbook are (1) provided various methodologies in ELT, and (2) provided audio materials for listening skill. Finally, the strengths of Talk Active X textbook are (1) provided simple task to the complex task, (2) the pictures used in the textbook well matched to the students. Meanwhile, the researcher also found the weaknesses of the three textbooks. Bahasa Inggris X, the weaknesses are 1) did not cover a variety of teaching method, (2) did not provide audio material for listening skill. Furthermore, the weaknesses for Pathway to English are (1) did not provide a teacher's book; (2) did not match to the syllabus. Finally, Talk Active X textbook, the weaknesses are (1) did not embrace methodologies in ELT; (2) did not support an audio material; (3) did not provide a teacher's book.

Keywords: Evaluation, Suitability, Textbook

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Introduction

In the process of teaching and learning, textbook is one of essential teaching and learning materials used in the English Foreign Language classes. Therefore, there are many English textbooks available for English teachers to support them in teaching and learning process. According to Tomlinson (1998) "a good textbook may also provide idea of how language lesson should be delivered. Besides, Harmer (2007) said that "with a good textbook, it's possible to conduct English learning activity more attractive. It means that textbook may influence how teaching material are conveyed and also makes the student feel secure and have a sense of progression and achievement.

It must be underlined that the English textbook is written to find out the needs of students in a particular place not for students all over the world. Therefore, Richards (2002) stated that there is no textbook which will ever be fit to a particular language teaching perfectly. Cunningsworth (2008) argued that there is no textbook which designed for a general market will be completely suitable for particular group of students since the status and role of English in one country may different from others. The closest example is in this country. In Indonesian context, English is taught as a foreign language while in other countries English may be taught as a second language as in Malaysia or Singapore and India.

Then, textbooks were considered as the main component of curriculum. They determined the content, methods, the procedures for teaching and learning process in the classroom. They also provided a systematic syllabus for teacher to follow in teaching certain subject. The textbook in Indonesia were



designed based on the Indonesia curriculum and the teacher must also apply new approaches, methods, and techniques line with the curriculum.

English teachers are required to be able to evaluate the textbook. They use in order to find out if they were still worth using or need replacing. In order to be able to evaluate the textbook, the English teacher should concern about the appropriateness of the material with the students need and meet the criteria of good textbook. The English teacher should not only focus on the standard competence but also focus on the students need and also focus on the suitability of with the criteria of good textbook.

The process of evaluating the textbook can be done by examining the content of the textbook in to ways which are external and internal evaluation (McDonough, Shaw, and Mashura, 2013). External evaluation focuses on the physical appearance such as cover, introduction table of content, and other. Then for the internal evaluation focus on the materials including the task and the exercise. The other theory in the process of evaluating the textbook came from Makundan, Hajimohammadi, and Nimehchisalem (2011) theory. He stated that there are two ways in evaluating the textbook. The first is general evaluation which focused on the relation of the curriculum, methodology, learner suitability, physical appearance and supplementary material. The second is teaching learning content which focused on the material, including the language used, the four skills, and the exercise.

English teacher all over the world considered that textbook is the main component the curriculum. They relied that a lot of textbooks available in the bookstores. Because textbook is easy to get, so some serious problem appearing and the English teacher had difficulties in creating their own materials. They only adapt from the textbook itself. They cannot choose whether the materials of the textbook are suitable with the students. In choosing the textbook, sometimes the teachers only focus on how the textbook looks attractive and the price is cheap. In choosing the textbook basically, the teacher should choose the textbook academically based on the students' need.

The Indonesian curriculum has changed several times. It is due because students' needs are increasing, so that the government through institutions that take care of education changes the curriculum to suit the needs of students. It has an impact to the textbook that used by the teachers and the students. According to Husen (2018), there are numerous differences in students' textbooks if the curriculum is changed.

The first one is the system of book orders. In the previous curriculum, book publisher determines the content of the books by referring to the standard competence and the basic competence, but sometimes the content is not suitable to be taught to the students. In the curriculum 2013, students' course books are created by the curriculum management and the material is based on the curriculum. It aims to hold the content and develop the quality.

The second is the material in the current textbook is about the effort strengthening the integration of knowledge, language, and culture. 2013 curriculum sounds that "kurikulum berpusat pada potensi, perkembangan, kebutuhan, dan kepentingan peserta didik serta lingkungannya. Kurikulum dikembangkan berdasarkan prinsip bahwa peserta didik berada pada posisi sentral dan aktif dalam belajar". It means that the implementation of 2013 curriculum is not demanded from the score of examination but is demanded on the methodology of teaching and learning process which is focus on the whole aspects of students' life as social competence, nature, attitude, patriotic and nationalism.

After that, the methodology used in 2013 curriculum is used scientific approach. Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Longman, 2014). It means that scientific approach is a body of techniques for investigating phenomena, acquiring new knowledge, and correcting and integrating previous knowledge.

Then, in the 2013 curriculum consist of core competence and the basic competence. Husain (2018) elaborated that the core competence is the quality that must be owned by the students in the class through basic competence which is organized in the students' learning process. The basic competence is competence that must be learned by the students. This basic competence became a reference for the teacher to write the syllabus and teaching-learning process. It can be concluded that to implement the curriculum, the teacher should be able to understand the characteristic and the principle of the curriculum itself.

Approaches and methods in English Language Teaching are essential aspects of teaching and learning. It determines the quality of teaching process, the activities that should do by the teacher in teaching their students, and also determine how students learn in the classroom. However, there is no

method can be recommended for every context. Different methods are suitable and appropriate for different context.

The teaching methods refers to the general principles, pedagogy and management strategies used for classroom interaction Grover (2017). She also argued understanding a teaching style will prove effective both the teacher and the students, creating and maintaining a balance between teacher teaching preferences and the students learning preferences. It means that, the teaching method is not intended only for teachers, but is intended for students' use. So, some methods that can be used by the teacher in the process of teaching and learning are scientific approach, problem-based learning, task-based learning, communicative language teaching, and genre-based approach.

Furthermore, in the process of teaching and learning needs a textbook as a media. Textbooks have an important part in the teaching and learning process. Such as help the teacher in choosing the material and delivering the materials. Mudzakir (2014) said that a textbook is complemented with students work and it's provided the exercise and teaching materials. It can be said that textbook makes the teacher easy in choosing the material that he or she want to deliver to the students. Moreover, Dana Ferris and John S. Hedgcock (2005: 125) state that textbooks are so pervasive in educational systems throughout the world. It can be concluded that the textbook has an important part in the teaching and learning process.

The criteria for good textbooks are also put forward by the Indonesian government through the Minister of Culture and Education (2016) where there are four aspects of the textbook which can be said to be good books. The first one is material aspect. The material in the book must be able to maintain the truth and accuracy of the material, update data and concepts, and be able to support the achievement of national education goals by using correct sources material that is theoretically and empirically. The second one is the language aspect. The use of language (spelling, words, sentences, and paragraphs) is appropriate, straightforward, clear, and in accordance with the level of development of age. The third one is delivering material aspect. The book materials that are presented are interestingly. The forth one is the graphic aspect. The book size is based on the age development level and book material / content. The appearance of the layout of the book's skin elements is harmonious and can clarify the function.

From the explanation above, it can be said that the government believe the goal of 2013 curriculum can be achieved through the use of textbook which are related to students need, familiar with the students live and provided a variety of an interesting activity to build the students confidence in learning and used the language.

Then, in order to know whether the textbook suitable to the students or not, it needs an evaluation. Cunningsworth (1995:155) illustrate that evaluation can engender three types. They are Pre-use, in-use, and post-use evaluation. Pre-use evaluation tends to be the most difficult kind since there is no actual experience of using the textbook. In-use evaluation is a kind of evaluation for suitability, involving, matching the textbook against specific requirements including the learner objective, the learner's background, the resources available. The last one is post-use evaluation. It refers to an assessment of a textbook's fitness over period of continual use which helps administrators to decide whether to use the same textbook in future or not.

Mukundan et.al, (2011) offer comprehensive checklist of textbook evaluation obtained from a focus group study. For the clear information, the criteria of textbook evaluation proposed by Mukundan et. al, (2011) can be seen in the Figure 1.

Figure 1 showed that they outlined two main parts of textbook including attributes and teaching learning content. General attributes serve as the first basis of textbook evaluation, comprise of five aspects. They include the book in relation between the textbook and the syllabus, methodology, suitability to the learners, physical and utilitarian attributes, and efficient outlay of supplementary materials. In other words, general attributes seek to answer questions in relation to match between textbook with some aspect that already mentioned before.

After that, learning-teaching content deals with the content of the textbook. This book covers nine majors are general, listening speaking, reading, writing, vocabulary, grammar, pronunciation, and exercise. The general aspect of the book contains important aspect of task and language used in the book. Then the four-language skill should be graded, meaningful, appropriate, interesting, and also based on the learners' need. Next is the grammar, vocabulary, and pronunciation aspect should also be contextualized, interesting, and easy to follow. The last is the exercise. In this term, they should have clear instruction, adequate, and help all students who are under/over-achievers.

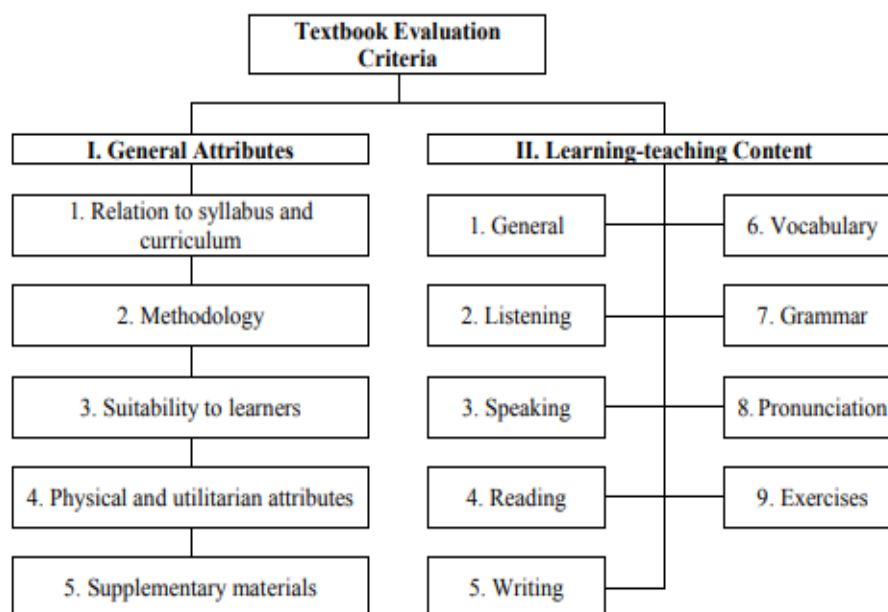


Figure 1. Textbook Evaluation criteria proposed by Mukundan, et.al (2011)

Based on the literature review, it can be concluded that the textbook is an important aspect in the process of teaching and learning. The textbook can be a media for the teachers to help them in teaching their student. In the fact, there are many publishers published so many textbooks and sell it in the bookstore with a various content, style, cover, and also the quality of the books. Thus, the teachers should choose the best book that appropriate for their students.

In order to conduct textbook evaluation, the criteria of textbooks are the most important aspects to be paid attention to get the reliable research. So, the criteria of textbook evaluation used in this research is the textbook criteria which proposed by Mukundan, et.al (2011). To be clear, the conceptual framework is presented in the Figure 2.

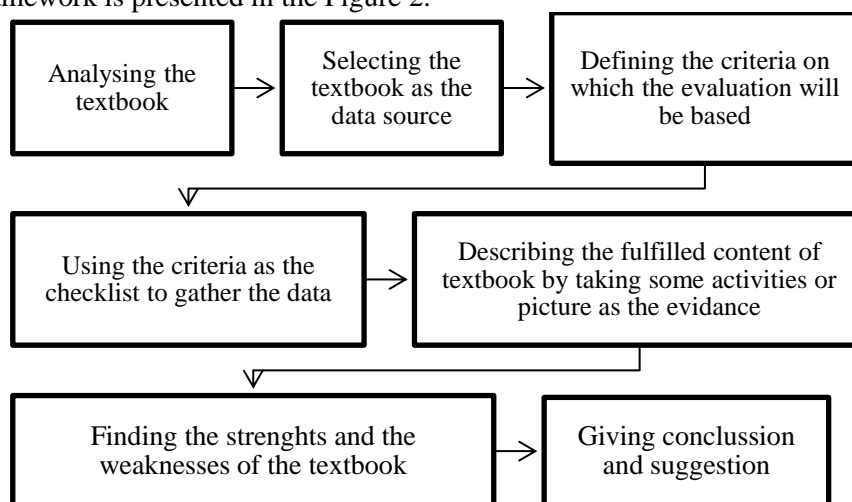


Figure 2. The conceptual framework

Figure 2 illustrates the process in evaluating the textbooks. The first is the researcher analyzing the textbooks. Then the second is the researcher selecting the textbook as the data source. The third is the researcher defining the criteria on which evaluation will be based. The forth is the researcher used the criteria as the checklist to gather the data. The fifth is the researcher describes the fulfilled content of the textbook by taking some activities or picture as the evidence. The sixth is the researcher should find the strengths and weaknesses of the textbooks. The seventh is the researcher should give some conclusions and suggestions.

Considering the importance of textbook in teaching and learning process, this study is aimed to evaluate textbook used in the senior high school level. The researcher decided to use criteria checklist of good textbook in order to evaluate the three textbooks which already proposed by Mukundan, et.al (2011). Hence, the researcher conducted a research under the title “An Evaluation of Three English Textbooks for the tenth Grade of Senior High School”.

The researcher was motivated to conduct textbook evaluation to examine the appropriateness of the three English textbook for the tenth grade students of senior high school because those three textbook are claimed as the most used textbook and developed based on 2013 curriculum. The first textbook is “Talk Active” published by Yudistira. This textbook is used in SMA Muhammadiyah 7 Yogyakarta. The second textbook is “Bahasa Inggris” published by Kemendikbud RI. This textbook is also used the English teacher in SMA Muhammadiyah 7 Yogyakarta. The third textbook is “Pathway to English” published by Erlangga is also used by the English teacher in SMAN 4 Yogyakarta. These textbooks are chosen based on several reason, such as availability of the school library, the suitability of the content with basic competence and the appearance of the textbook.

Based on the background of the research, the researcher formulated two research questions as follows: (1) Do the three English textbooks suitable with the criteria of good textbook proposed by Mukundan, et.al (2011)?; (2) What are the strengths and weaknesses of the three English textbooks used by the tenth-grade students of senior high school?

Methodology

This research applied qualitative content analysis. Content analysis is defined as a systematic research method for analyzing and making inferences from text and other forms of qualitative information such as from interviews, focus groups, open-ended survey questions, documents, and video, (Hawkins: 2013). The reason applied content analysis was because this research focused to gather some textual and written documents provided in the textbooks.

Table 1. Research Object

Category	T1 Bahasa Inggris X	T2 Pathway to English 1	T3 Talk Active X
Author/Writer	1. Utami Widiati, 2. Zuliati Rahmah, 3. Furaidah	Th. M. Sudarwati and Eudia Grace.	Lanny Kurniawan and Kenneth W. Ament.
Publisher	Pusat Kurikulum dan Pembukuan, Balitbang, Kemendikbud	Erlangga	Yudhistira (Dunia Buku Sekolah).
Year	2017 3 th Edition	2013 June	2016, 3 th Edition
Page	224 Pages	256 Pages	200 Pages
Chapter	15 Chapters 1. Talking about Self 2. Congratulating and Complimenting Others 3. Expressing Intention 4. Which one is Your Best Get away? 5. Let's Visit Niagara Falls 6. Giving Announcement 7. My Idol 8. The Battle of Surabaya 9. Bj. Habibie 10. Cut Nyak Dien 11. Issumboshi 12. Malin Kundang 13. The Wright Brothers 14. Strong Wind 15. You've Got a Friend	11 Chapters 1.How floodsoccur, 2.Why do earthquakes happen? 3.What causes tsunami? 4. How Juvenile Delinquency Occurs, 5. What Causes Poverty, 6. What should I Do to Provent Floods, 7. What experts and Rescuer Recommend During Earthquakes, 8. What Gigantic Sea Waves! 9. Who to Blame for Student Brawl, 10. Many Hands Make Light Works, 11. This Land is Mine.	10 Chapters 1. Self-Introduction 2. Compliment and Congratulating. 3. Good Plan 4.Wonderful Indonesia 5. School Events 6. Past Actions 7. Recount 8. Biographies 9. Folklores 10. Popular Songs

The researcher tried to reveal the advisability of the three English textbooks into two sides. The first, the researcher tried to find whether the three English textbooks have met the criteria of good textbook proposed by Mukundan, et.al (2011). The second was to reveal the strengths and the weaknesses of the three textbooks. So, in order to gain the clear picture of the phenomenon, the researcher investigated carefully all aspects of those three English textbooks.

Furthermore, the object of this research is three English textbooks for the tenth-grade students of senior high school. The three textbooks were described in the Table 1.

Then, the type of data used in this research was qualitative data. The data was divided into two categories; they were primary data and secondary data. (1) The primary data was the three English textbooks; (2) The secondary data was the interview transcript with the English teacher who used the three English textbooks.

The next one is the instrument. The instrument of this research was the theory of textbook evaluation adopted from Mukundan, et.al (2011). For the detailed information about their theory of the criteria of good textbook, it can be presented in the Table 3.

Table 3. The criteria of textbook evaluation proposed by Mukundan, et.al (2011).

No	Aspect	Sub Aspect
1.	General Attribute	1.The book in relation to syllabus 2. Methodology 3. Suitability to learners 4. Physical and utilitarian attributes 5. Efficient outlay of supplementary materials
2.	Learning Teaching Content	1. General 2. Listening 3. Speaking 4. Reading 5. Writing 6. Vocabulary 7. Grammar 8. Pronunciation 9. Exercise

For the data collection technique, this research used two techniques which are documents analysis and interview. First, the documents that have been analyzed by the researcher were the content of three textbooks, the document of 2013 curriculum, and also the syllabus of 2013 curriculum. Second, the interview was conducted with an English teacher. The content of the interview was about checking the conformity of the three English textbooks that have got by the researcher from the teacher point of view. It is done in order to know how the teacher experience in teaching the students using the three textbooks and gathered some information about his teaching experiences, academic background, the methodology he used in the process of teaching and learning, the media he used.

In order to analyzed the data, the researcher used the step of analyzing the qualitative data that proposed by Miles, Huberman and Saldana (2014) such as Data condensation, Data display, and Conclusion drawing/ verification. It can be seen in the following Figure 3.

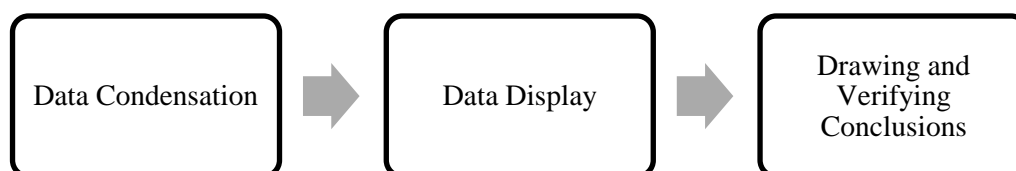


Figure 3. Stage of Data Analysis by Miles, Huberman and Saldana (2014)

Figure 3 shows the stage of data analysis proposed by Miles, et.al (2014). They are data condensation, data display and drawing and verifying conclusions. In the data condensation, the researcher did some steps such as classifying and describing the data that the researcher got based on the part of the English textbooks related the Mukundan, et.al (2011)'s criteria of good textbook by

labeling them into three categories. They are suitable, partly suitable, and not suitable category. Then, the researcher also identified the strengths and weaknesses of the textbooks based on the content of it related to the criteria fulfillments. Then in the data display, the researcher selected some activities, task or picture as the supporting evidence whether the content of the textbooks is appropriate with the Mukundan, et.al (2011) criteria of good textbook or not appropriate. The last in the drawing and verifying conclusion, the researcher drew conclusion based on the results of the research. After data display, the writer is comparing with the theory about textbook evaluation and drawing the conclusion for good criteria by Mukundan, et.al (2011) theory.

Results

The data that already obtained were presented and analyzed in this chapter. The following findings are the summary of the analysis which attached in the appendix 1.

The suitability of the textbooks with the criteria of Mukundan, et.al (2011).

To reveal the suitability of the textbook, the researcher used the criteria of good textbook proposed by Mukundan et.al (2011). The summary can be seen in Table 4.

Table 4. Summary of the Suitability of Three English Textbook

Evaluation Aspects	No.	Evaluation sub aspects	Suitability		
			Bahasa Inggris X	Pathway to English 1	Talk Active X
General attribute	1.	The book in relation to syllabus	Suitable	Partly Suitable	Suitable
	2.	Methodology	Partly Suitable	Suitable	Partly Suitable
	3.	Suitability to learners	Suitable	Suitable	Suitable
	4.	Physical and utilitarian attributes	Suitable	Suitable	Partly suitable
	5.	Efficient outlay of supplementary materials	Partly Suitable	Partly Suitable	Not Suitable
Learning teaching content	1.	General	Suitable	Suitable	Suitable
	2.	Listening	Partly Suitable	Suitable	Not Suitable
	3.	Speaking	Suitable	Suitable	Suitable
	4.	Reading	Suitable	Suitable	Suitable
	5.	Writing	Suitable	Suitable	Suitable
	6.	Vocabulary	Suitable	Suitable	Suitable
	7.	Grammar	Suitable	Suitable	Suitable
	8.	Pronunciation	Suitable	Partly Suitable	Suitable
Conclusion	9.	Exercise	Suitable	Suitable	Suitable
					Partly Suitable

The result analysis of three English textbook showed in the table above where “Bahasa Inggris X” and “Pathway to English” is classified into *Suitable* and “Talk Active 1” is classified into *partly suitable*. (The complete result analysis is presented in the Appendix I).

The result of the first textbook entitled “Bahasa Inggris X” and The result of the second textbook entitled “Pathway to English” are classified into suitable level because this textbooks meets fourteen criteria which proposed by Mukundan et.al (2011). These fourteen criteria are the book in relation to syllabus and curriculum, methodology, suitability to the learner, physical and utilitarian attributes efficient outlay of supplementary materials, general, speaking, reading, listening, writing, vocabulary, grammar, pronunciation, and exercise.

The result of the third textbook entitled “Talk Active” is classified into partly suitable because only meets eleventh criteria from fourteen criteria. These eleventh criteria are the book in relation to syllabus and curriculum, suitability to the learner, physical and utilitarian attributes, general, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercise. Unfortunately, the methodology

and efficient outlay of supplementary materials category are partly suitable. The last, the listening category was in the “not suitable” criteria.

The strength and weaknesses of the three textbooks

Further analysis obtained from analyzing the three textbooks and also from the interview with an English teacher of SMA Muhammadiyah 7 Yogyakarta who has used these three textbooks in the process of his teaching was about the strength and the weaknesses of them (*Bahasa Inggris X, Pathway to English X, Talk Active 1*). The strengths and the weaknesses of those three textbooks can be seen in the following Table 5.

Table 5. Summary of the strengths and weaknesses of the three textbooks

Criteria	Bahasa Inggris X	Pathway to English 1	Talk Active X
<i>Strength</i>	<ol style="list-style-type: none"> Has a good hard copy with an attractive layout, has high quality printing. This textbook also provides soft files. Provide a teacher' book this textbook is suited and compatible with the student's level and the student's background the aim and the objective of the textbook is mentioned in the 2013 curriculum It can motivate students to speak English. 	<ol style="list-style-type: none"> This textbook embraces the various methodologies in ELT. It provides audio materials for listening skill. It provides the tasks which are interesting and varied. The language used in this textbook easy to understand by the students. This textbook covered all language skills. 	<ol style="list-style-type: none"> The pictures used in this textbook well matched to the students. The task in this book is move from simple to complex. This textbook is colorful enough. It makes students interest to learn.
<i>Weakness</i>	<ol style="list-style-type: none"> This book does not cover a variety of teaching method. The second is this textbook do not provides an audio material for listening skill. The third is in the CONTENT MAPPING in the skill focus on this book are not correlated. 	<ol style="list-style-type: none"> Does not provides a teacher books, The narrator who speaks in audio is not a native speaker, but a local person. I 	<ol style="list-style-type: none"> Does not embrace various methodologies in ELT. It does not support an audio for listening skill. Does not provide the teacher's book

Discussion and Conclusion

There were two research questions in this research. They are Do the English textbooks fulfill the criteria of good textbook proposed by Mukundan et, al (2011)? and What are the strength and weakness of the three English textbooks used by the tenth-grade students of senior high school? So, the conclusion is elaborated in the following paragraphs.

The suitability of the three English textbooks with the criteria of good textbook proposed by Mukundan, et.al (2011)

Bahasa Inggris X

From the result analysis, this textbook is already suited and compatible with the student's level and the student's background knowledge. This book is provided the material which is not hard to be followed by the tenth-grade students of senior high school. The language used in the textbook the social function, the pictures and the graphic used in this textbook is appropriate with the students.

So that, the tasks provided in this textbook are interesting and covers several of topic which close to students' real life. The tasks provided in this textbook believe can increase student's language skill such listening, speaking, reading and writing. Unfortunately, this textbook did not support audio materials for the listening task.

In other word, from the entire book, it can be categorized into suitable criteria because it fulfilled fourteen criteria out of fourteen. Even for each aspect fulfilled different categorized. The aspect which

fulfills the suitable criteria are 11 aspects (The book in relation to syllabus, Suitability to learner, Physical and utilitarian attributes, General, Speaking, Reading, Writing, Vocabulary, Grammar, Pronunciation, Exercise). Then there are 3 aspects categorized as partly suitable (Methodology, Efficient outlay of supplementary materials, and listening). So, it can be concluded that this book is suitable to the criteria proposed by Mukundan et.al (2011).

Pathway to English 1

After analyzing the textbook, the researcher found that there are various methodologies embraced in this textbook besides scientific approach, such as problem-based learning; task-based learning, communicative language teaching, and genre-based approach and the activities of the textbook work well with the methodologies in ELT.

Most of the task in this textbook are interesting and also move from simple to complex. Besides the task of this textbook provides the cultural sensitivities; the language used in this textbook also seems natural and real. Unfortunately, the task material used in this textbook is not up-to-date yet.

In summary, this textbook meets fourteen criteria out of fourteen criteria. They are the book in relation to syllabus, Methodology, Suitability to learners, Physical and utilitarian attributes, efficient outlay of supplementary materials, General, Listening, Speaking, Reading, Writing, Vocabulary, Grammar, Pronunciation, and Exercise. Even there are two sub-aspect categorized as partly suitable criteria such as the book in relation to syllabus. Its 'due' because the textbook is the old version and curriculum used in the textbook is also the old 2013 curriculum version. After that is efficient outlay of supplementary materials. It's 'due' because this textbook did not provide a teacher book. But the other twelve criteria are in the suitable category. In another word, this textbook is suitable to the criteria proposed by Mukundan and friends (2011).

Talk Active X

After analyzing the textbook, it was designed by using 2013 curriculum with the result that the core competence and basic competence was presented in this textbook. The learning objective also provided in tenth unit in this textbook. The methodology used in this book is only the step of scientific approach such as observing, exploring, questioning, associating, and communicating. The activities in this book work well with the existing methodology. Then the activities in this book suited to students' level and background and also based on the students' need. The layout of this textbook is attractive, durable, and cheap. It has a high-quality printing. Unfortunately, this textbook did not support audio materials for listening skill and also did not provide teacher's book.

Generally, the tasks in this textbook are interesting which moves from simple to complex, so that the tasks' objectives in every chapter are achievable. The situation in the tasks on the dialogue text or monologue text sounds natural and real. This textbook covers a variety of topics until the topic which related to Indonesian culture and it contains fun elements. The four skills are provided in this textbook, such as reading, speaking, and writing. The three of them are in the suitable category. For the listening skill are not suitable because the instructions are not clear enough, not efficiently graded but the listening tasks are authentic to real language situation.

It can be concluded that this textbook is categorized as partly suitable because this textbook fulfilled twelve criteria out of fourteen criteria. Those twelve criteria are 10 in the suitable category and two criteria in the partly suitable category. While the other two criteria Efficient outlay of supplementary materials, and Listening are in the not suitable category.

The strengths and weaknesses of the three English textbooks

Bahasa Inggris X

The strength of this textbook is: the first it provides soft files that can be downloaded for free by everyone including students and teachers. The second is this textbook provides a teacher's guide to aid the teacher which is teacher's book. This is in accordance with what was revealed by the teacher during the interview that only this book that published by Ministry of Education and Culture provides teacher books, so that the teacher no longer bothered to teach because there was a guide from the teacher's book. The third is this textbook is suited and compatible with the student's level and the student's background where the materials are not hard to be followed by the tenth-grade students of senior high school. The

forth is textbook covered assorted activities in the form of individual task, pair task, and also group task with clear instruction.

The weaknesses of this textbook are this book does not cover a variety of teaching method. The second is this textbook do not provide an audio material for listening skill. The third is in the CONTENT MAPPING in the skill focus on this book are not correlated.

Pathway to English 1

The strengths of this textbook are: the first is this textbook embrace the various methodologies in ELT, such as problem-based learning, task-based learning, communicative language teaching and also the teaching method used in 2013 which is scientific approach. The second is this textbook provides audio materials for listening skill. The third is this textbook provides the tasks which are interesting and varied. The tasks are in the form of individual work, pair work, and group work. Then the forth is this textbook provide a meaningful communication. This statement is reinforced by the interview results that the book contains meaningful communication.

The weakness of this textbook is it does not provide a teacher books, the narrator who speaks in audio is not a native speaker, but a local person. So, the English teacher believes that the narrator or native speaker in the audio material should be changed to a native speaker.

Talk Active X.

The strengths of this textbook are: the pictures used in this textbook well matched to the students. The second is this textbook attached some Indonesian culture and also tourism place in Indonesia. The third is the task in this book is move from simple to complex by covering a variety of topic from different field, such as education, culture, tourism place, legendary and the language used seems natural and real with the narrative text.

This textbook does not embrace various methodologies in ELT. It does not support an audio for listening skill. It is not covering all the language skill, especially for listening where there is no attempt to make audio for listening skills. The other weakness of this textbook is that it has too many exercises in every unit, and does not provide the teachers' book.

From the previous explanation, it can be concluded that the best book which can be used by teachers to teach English for tenth grade students of senior high school is Bahasa Inggris X textbook published by Kemendikbud RI. It is due because it fulfills all categories which formulated by mukundan, et.al (2011). It fulfilled fourteen out of fourteen criteria (11 suitable and 3 partly suitable). Although there is no supporting material for listening skills, the government provides supporting books for teachers, so that teachers can teach the students as easy as possible based on the instruction provided in the teacher's book.

Whereas the pathway to English book is not recommended by researchers because there are several categories of mukundan that were not fulfilled, and that are quite fatal. They are (1) the book was the old version of the 2013 curriculum, so the 2013 revised curriculum is not effectively fulfilled. (2) This book does not have a teacher's book and also does not have a supporting material such as audio material which used a native speaker. (3) This book does not provide material for pronunciation clearly where there no phonetic symbol was taught. In conclusion, even though this book fulfills the 14 criteria of Mukundan, et.al (11 criteria suitable and 3 criteria partly suitable), but for three reasons described earlier, this book is not recommended by researchers as the main book used in classroom teaching process. Even if it used, the material must be added according to the latest 2013 curriculum.

Finally, Talk Active textbook is not recommended to use by the teacher as the main book in the classroom teaching and learning process because (1). It does not have a teacher's book, (2) it does not have an essential material like an audio material to support the students to develop their listening skill. In the other hand this book did not fulfilled some criteria of good textbook which proposed by Mukundan, et.al.

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